

**National Curriculum Expectations-** Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age;
- the Roman Empire and its impact on Britain;
- Britain’s settlement by Anglo-Saxons and Scots;
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- a local history study;
- a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066;
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;
- Ancient Greece – a study of Greek life and achievements and their influence on the western world;
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

**Overview-**

**Chronological Knowledge & Understanding:** Pupils recognise that the past can be divided into different periods of time and that there are similarities and differences between these periods. Use dates and terms eg Jurassic to describe periods.

**Organisation and Communication:** Pupils select and organise information to produce structured work, making appropriate use of dates and terms.

**Historical Enquiry – using evidence:** Pupils use knowledge and understanding to evaluate sources of information and identify those that are useful for a task and use critically to reach and support conclusions.

**Interpretations of history:** Pupils know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this. Pupils describe and begin to analyse, why there are different interpretations.

**Understanding of events, people and changes:** Pupils show increasing depth of factual knowledge and understanding of aspects of Britain and the wider world. Pupils use this to describe features of past societies and periods making links between them. Pupils describe events, people and changes making links between periods and events giving reasons for, results of, those events and changes.

**Key Vocabulary all key stages –**

**AD, Agriculture, Ancient Civilisations, Archaeology, Artefact, BC, Bronze Age, Calendar, Causation, Century, Change, Church, Christianity, Chronology, Colony, Conquest, Continuity, Court, Crusades, Dark Ages, Decade, Democracy, Discovery, Diversity, Emigrant, Emperor, Empire, Execution, Explorer, Global, Gods/Godesses, Heresy, Hunter gatherer, Immigrant, International, Interpretation, Invasion, Invention, Iron Age, Islam, King/Queen, Local, Long ago. Metal working, Migration, Missionary, Monarchy, Monastery, Museum, Myths and Legends, Nation, Nomad, Oral History, Parliament, Past, peasant, Pope, Prehistory, Present, Primary evidence, Rebellion, Republic, Revolt, Sacrifice, Secondary evidence, Settler, Significance, Slave, Stone Age, Torture, Traitor, Treason, Yesterday.**

**Key Skills**

<b>Chronological Knowledge &amp; Understanding</b>	<b>Organisation and Communication</b>	<b>Historical Enquiry – using evidence/</b>	<b>Interpretations of history</b>	<b>Understanding of events, people and changes</b>
<ul style="list-style-type: none"> <li>• Use dates to order and place events on a timeline in relation to other studies</li> </ul>	<ul style="list-style-type: none"> <li>• Present findings and communicate knowledge and understanding in different ways eg detailed discussions and debates</li> </ul>	<ul style="list-style-type: none"> <li>• Compare sources of information (primary and secondary) available for study of different times in the past. Address and sometimes devise</li> </ul>	<ul style="list-style-type: none"> <li>• Make comparisons between aspects of periods of history and the present day.</li> </ul>	<ul style="list-style-type: none"> <li>• Study different aspects of life of different people eg rich and poor, men and women.</li> </ul>

<ul style="list-style-type: none"> <li>• Know and sequence key events for the time studied.</li> <li>• Use relevant terms and period labels.</li> <li>• Relate current studies to previous studies.</li> <li>• Make comparisons between different times in history.</li> <li>• Accurately use dates and terms to describe historical events.</li> <li>• Understand and describe in some detail the main changes to an aspect in a period in history.</li> <li>• Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</li> </ul>	<p>and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports.</p> <ul style="list-style-type: none"> <li>• Provide an account of a historical event based on more than one source.</li> <li>• Plan and carry out investigations on own and in groups.</li> <li>• Use appropriate terms matching people and events.</li> <li>• Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious.</li> </ul>	<p>historically valid questions about change, cause, similarity and difference, and significance.</p> <ul style="list-style-type: none"> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Make confident use of a variety of sources for independent research to build up a picture of life in the time studied.</li> <li>• Bring knowledge from several sources together in a fluent account.</li> <li>• Recognise when they are using primary and secondary sources of information to investigate the past.</li> <li>• Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites.</li> <li>• Select relevant sections of information to address historically valid questions and construct detailed informed responses.</li> <li>• Investigate their own lines of enquiry by posing historically valid questions to answer.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that the type of information available depends on the period of time studied.</li> <li>• Evaluate the usefulness of a variety of sources eg offer reasons for different versions of an event.</li> <li>• Link sources and work out how conclusions were made.</li> <li>• Compare accounts of events from different sources, fact or fiction or opinion.</li> <li>• Be aware that evidence from different sources may lead to different conclusions.</li> <li>• find and analyse a wide range of evidence about the past;</li> <li>• use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</li> <li>• consider different ways of checking the accuracy of interpretations of the past;</li> <li>• start to understand the difference between primary and secondary evidence and the impact of this on reliability;</li> <li>• show an awareness of the concept of propaganda;</li> <li>• know that people in the past represent events or ideas in a way that may be to persuade others;</li> <li>• begin to evaluate the usefulness of different sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Examine causes and results of great events and the impact on people.</li> <li>• Compare life in early and late times studied.</li> <li>• Compare an aspect of life with the same aspect in a different period.</li> <li>• Study and ancient civilization in detail.</li> <li>• Find out about beliefs, behaviour and characteristics of people recognising that not everyone shares the same views and feelings. Compare these with another period studied.</li> <li>• Use cause and effect supported by evidence to illustrate an explanation.</li> <li>• Know key dates, characters, and events of time studied.</li> <li>• Compare and contrast ancient civilizations.</li> <li>• Identify and note connections, contrasts and trends over time in the everyday lives of people.</li> <li>• Use appropriate historical terms such as culture, religious, social, economic and political when describing the past</li> </ul>
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  - the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;
  - Ancient Greece – a study of Greek life and achievements and their influence on the western world;
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c.AD 900; Benin (West Africa) c. AD 900-1300.

**Overview-**

**Chronological Knowledge & Understanding:** Pupils recognise that the past can be divided into different periods of time and that there are similarities and differences between these periods. Use dates and terms eg Jurassic to describe periods.

**Organisation and Communication:** Pupils use terminology, select and organise information about the past into structured pieces of work using dates and terms accurately.

**Historical Enquiry – using evidence:** Pupils use sources of information in ways that go beyond simple observations to answer questions. Pupils select and combine information from different sources.

**Interpretations of history:** Pupils identify, interpret and explain events and discuss some of the different ways in which the past is represented. Pupils show understanding that aspects of the past have been represented and interpreted in different ways.

**Understanding of events, people and changes:** Pupils will know and recount knowledge and understanding of some of the main events, people and changes studied. Pupils are beginning to give reasons for, results of, the main events and changes.

**Key Vocabulary all key stages –**

**AD, Agriculture, Ancient Civilisations, Archaeology, Artefact, BC, Bronze Age, Calendar, Causation, Century, Change, Church, Christianity, Chronology, Colony, Conquest, Continuity, Court, Crusades, Dark Ages, Decade, Democracy, Discovery, Diversity, Emigrant, Emperor, Empire, Execution, Explorer, Global, Gods/Godesses, Heresy, Hunter gatherer, Immigrant, International, Interpretation, Invasion, Invention, Iron Age, Islam, King/Queen, Local, Long ago. Metal working, Migration, Missionary, Monarchy, Monastery, Museum, Myths and Legends, Nation, Nomad, Oral History, Parliament, Past, peasant, Pope, Prehistory, Present, Primary evidence, Rebellion, Republic, Revolt, Sacrifice, Secondary evidence, Settler, Significance, Slave, Stone Age, Torture, Traitor, Treason, Yesterday.**

**Key Skills**

<p><b>Chronological Knowledge &amp; Understanding</b></p>	<p><b>Organisation and Communication</b></p>	<p><b>Historical Enquiry – using evidence/</b></p>	<p><b>Interpretations of history</b></p>	<p><b>Understanding of events, people and changes</b></p>
<ul style="list-style-type: none"> <li>• Use an increasing range of common words and phrases relating to the passing of time. Eg BCE/AD</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate his/her learning in an organised and structured way, using appropriate terminology. Eg select data and organise it into</li> </ul>	<ul style="list-style-type: none"> <li>• Use sources of information in ways that go beyond simple observations to answer questions about the past.</li> <li>• Use a variety of resources to find out about aspects of life in the past and build a picture of a past event/person eg small</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that sources can contradict each other.</li> <li>• Evaluate the usefulness of sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about and use evidence to reconstruct life of people in time studied.</li> <li>• Compare life then and now.</li> </ul>

<ul style="list-style-type: none"> <li>• Describe memories of key events in his/her life using historical vocabulary. Place some historical periods in a chronological framework or timeline.</li> <li>• Use historic terms related to the period of study and begin to date events.</li> <li>• Sequence events or artefacts and use dates related to time passing.</li> </ul>	<p>a fact file to answer historical questions or by displaying findings in a variety of ways eg discussion, pictures, writing, annotations, drama etc.</p> <ul style="list-style-type: none"> <li>• Know the period in which a study is set.</li> <li>• Plan and carry out investigations on own independently and in groups.</li> <li>• Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms.</li> </ul>	<p>artefacts, pictures, photos, film archives/documentaries, ICT for research etc</p> <ul style="list-style-type: none"> <li>• Ask and answer questions.</li> <li>• Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</li> <li>• Gather more detail from sources such as maps to build up a clearer picture of the past;</li> <li>• Regularly address and sometimes devise own questions to find answers about the past; begin to undertake their own research.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and give reasons for different ways in which the past is represented eg in a museum.</li> <li>• look at more than two versions of the same event or story in history and identify differences;</li> <li>• investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify reasons for and results of people's actions. Linked to understanding of why people may have had to do something.</li> <li>• Study change through the lives of the significant individuals.</li> <li>• Offer reasonable explanations for some events.</li> <li>• Develop a broad understanding of ancient civilisations.</li> <li>• Note key changes over a period of time and be able to give reasons for those changes.</li> <li>• Find out about the everyday lives of people in time studied compared with our life today.</li> <li>• Explain how people and events in the past have influenced life today.</li> <li>• Identify key features, aspects and events of the time studied.</li> <li>• Describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> </ul>
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**National Curriculum Expectations-** Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;
- events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries];
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods, significant historical events, people and places in their own locality.

**Overview-**

**Chronological Knowledge & Understanding:** Pupils recognise distinction between past and present in their own and other people’s lives by using terminology concerned with the passing of time. Order and sequence by placing events/objects in order and by using everyday terms.

**Organisation and Communication:** Pupils use terminology, select and organise information about the past.

**Historical Enquiry – using evidence:** Pupils make observations and find answers to some simple questions about the past from sources of information.

**Interpretations of history:** Pupils identify, interpret and explain events beginning to identify some of the different ways in which the past is represented.

**Understanding of events, people and changes:** Pupils will know and recount events from stories about the past, to show an understanding of aspects of the past beyond living memory and in some of the main events/people studied. Pupils recognise that there are reasons why people acted as they did.

**Key Vocabulary all key stages –**

AD, Agriculture, Ancient Civilisations, Archaeology, Artefact, BC, Bronze Age, Calendar, Causation, Century, Change, Church, Christianity, Chronology, Colony, Conquest, Continuity, Court, Crusades, Dark Ages, Decade, Democracy, Discovery, Diversity, Emigrant, Emperor, Empire, Execution, Explorer, Global, Gods/Godesses, Heresy, Hunter gatherer, Immigrant, International, Interpretation, Invasion, Invention, Iron Age, Islam, King/Queen, Local, Long ago. Metal working, Migration, Missionary, Monarchy, Monastery, Museum, Myths and Legends, Nation, Nomad, Oral History, Parliament, Past, peasant, Pope, Prehistory, Present, Primary evidence, Rebellion, Republic, Revolt, Sacrifice, Secondary evidence, Settler, Significance, Slave, Stone Age, Torture, Traitor, Treason, Yesterday.

**Key Skills**

Chronological Knowledge & Understanding	Organisation and Communication	Historical Enquiry – using evidence	Interpretations of history	Understanding of events, people and changes
		<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask simple questions about the past;</li> <li>• Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</li> <li>• Choose and select evidence and say how it can be used to find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and use pictures, photographs and artefacts to find out about the past.</li> <li>• Use stories or accounts to distinguish between fact and fiction.</li> <li>• Explain that there are different types of evidence and sources that can be used to help represent the past.</li> </ul>	

<ul style="list-style-type: none"> <li>• Place known events and objects in chronological order.</li> <li>• Sequence events and recount changes within living memory.</li> <li>• Use common words and phrases relating to passage of time. Show awareness of the past, using common words and phrases relating to the passing of time.</li> <li>• Describe where the people and events studied fit into a chronological framework and identify similarities and differences between ways of life in different periods.</li> <li>• Describe memories from key events in lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk, draw or write about aspects of the past.</li> <li>• Use a wide vocabulary of everyday historical terms.</li> <li>• Speak about how he/she has found out about the past.</li> <li>• Record what he/she has learned by drawing and writing, drama, annotated diagrams, photos, ICT, display, timelines with objects etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Find answers to some simple questions about the past from simple sources of information.</li> <li>• Describe some simple similarities and differences between artefacts.</li> <li>• Sort artefacts from then and now.</li> <li>• Ask and answer relevant basic questions about the past.</li> <li>• Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.</li> <li>• Show understanding of some of the ways in which we find out the past and identify different ways in which it is represented.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to identify different ways to represent the past eg photos, stories, adults talking about past. Compare two versions of a past event.</li> <li>• Relate his/her own account of an event and understand that others may give a different version.</li> <li>• Describe changes within living memory and aspects of change in national life.</li> <li>• Describe events beyond living memory that are significant nationally or globally eg The Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.</li> <li>• Describe significant historical events, people and places in his/her own locality.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some similarities and differences between artefacts and between ways of life in different time periods.</li> <li>• Understand key features of events.</li> <li>• Use a range of sources to find out characteristic features of the past.</li> <li>• Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods.</li> <li>• Use drama to develop empathy and understanding eg hot seating.</li> <li>• Know and recount episodes from stories and significant events in history.</li> <li>• Understand that there are reasons why people in the past acted as they did.</li> </ul>
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